

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	DNMS	MS	MS	DNMS			
Sub-ratings	Sub-ratings				Points	Result	Sub-rating
	Elementary/Middle School Letter Grade				0	F	DNMS
	High School Grade Letter Grade				Not Applicable		

The Indiana State Board of Education awarded Andrew Academy an **F** for its 2013-14 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

State Accountability Results

In Spring 2014, 51.5% of Andrew Academy students passed the English/Language Arts portion of ISTEP+, while 46.5% of students passed the Mathematics portion.

In English/Language Arts, Andrew Academy received no bonuses and no penalties. In Mathematics, however, the school received a penalty for overall low growth.

Based on its ISTEP+ proficiency levels and its bonuses and penalties, the school received an **F** for the 2013-14 school year and received a **Does Not Meet Standard** on the Office of Education Innovation (OEI) performance framework.

English/Language Arts

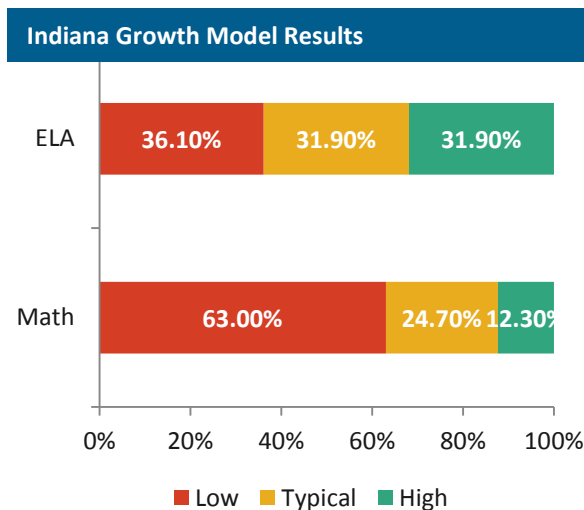
F + No Growth Bonus - No Growth Penalty
 Proficiency

Mathematics

F + No Growth Bonus -  Overall Growth Penalty
 Proficiency

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	AS	AS	AS	DNMS			

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2013-14, 63.9% of Andrew Academy students made typical or high growth in English/Language Arts, while 37.0% made those gains in Mathematics.

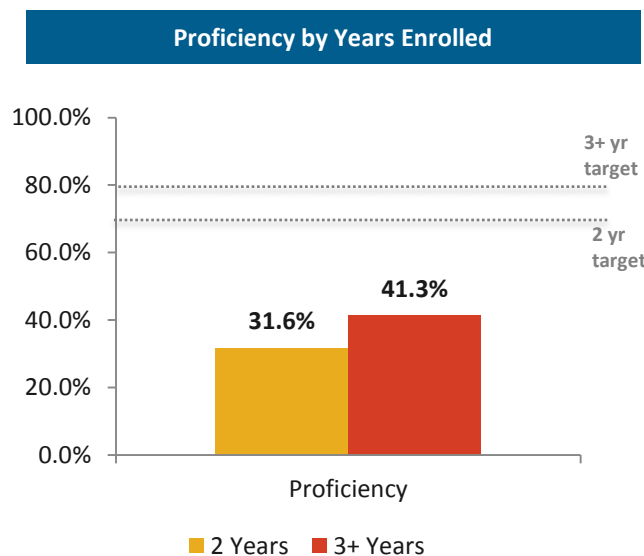
As shown in the table below, a weighted average across both subjects shows that 50.3% of students at Andrew Academy made sufficient gains in 2013-14. Thus, the school received a **Does Not Meet Standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	36.1%	31.9%	31.9%	63.9%
Math	63.0%	24.7%	12.3%	37.0%
Weighted Average				50.3%

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.					
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			DNMS			

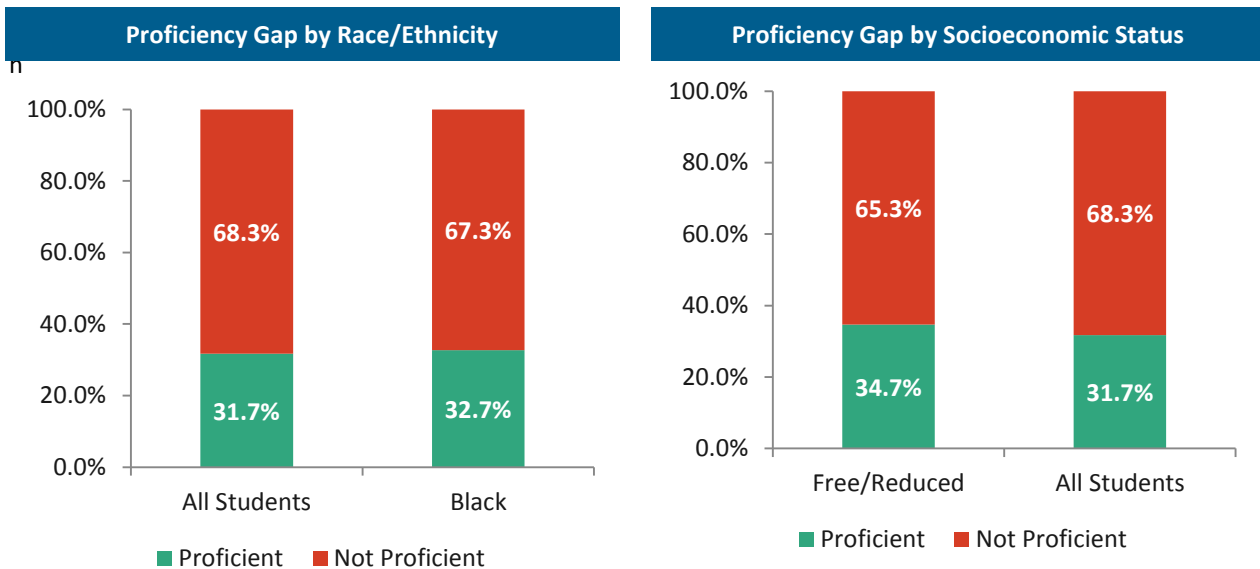
Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at Andrew Academy for two years, 31.6% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 41.3% were proficient on both subjects. Thus, the school earned a **Does Not Meet Standard** on the OEI performance framework.



1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			n/a			

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Andrew Academy is captured below.



In 2013-14, 31.7% of all Andrew Academy students were proficient, but OEI was unable to report comparisons between subgroups due to a largely homogenous student population.

In order to report a proficiency level, the subgroup must have at least 30 students. Andrew Academy enrolled more than 30 students in the Black subgroup and in the Free/Reduced lunch subgroup.

Due to the small numbers reported in other subgroups, Andrew Academy was **not evaluated** on this indicator for the 2013-14 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not Evaluated			DNMS			
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					94.3%	DNMS
	High School Grades					Not Applicable	

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Andrew Academy has an aggregate attendance rate of 94.3%, although there are a few grade levels that did meet the 95% standard (see the grade level breakout on the right). Due to its aggregate rate, however, Andrew Academy receives a **Does Not Meet Standard** on the OEI performance framework.

Attendance by Grade Level

Kindergarten	95.3%	✓
1 st Grade	94.6%	✗
2 nd Grade	95.7%	✓
3 rd Grade	94.3%	✗
4 th Grade	95.0%	✓
5 th Grade	93.5%	✗
6 th Grade	93.9%	✗
7 th Grade	95.1%	✓
8 th Grade	90.4%	✗
Overall Average	94.3%	✗

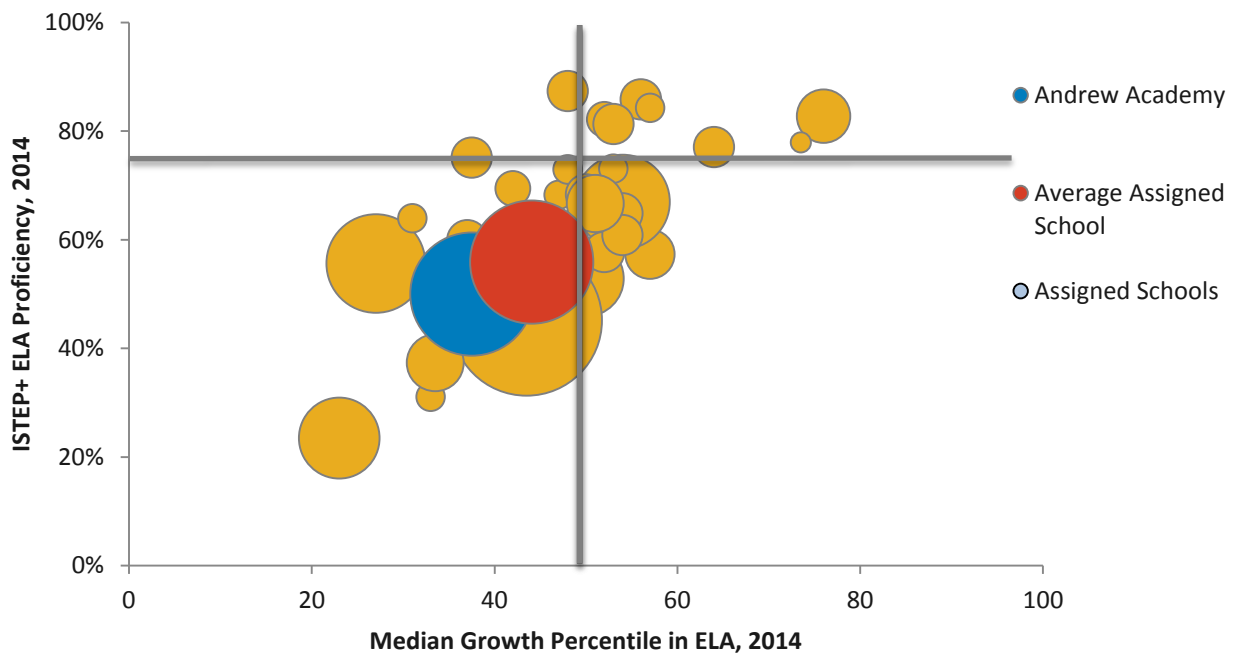
1.6. Is the school outperforming schools that the students would have been assigned to attend?		
Indicator Targets	Does not meet standard	School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.
	Approaching standard	School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.
	Meets standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.
	Exceeds standard	School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.

School Rating	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14	Year 5 2014-15	Year 6 2015-16	Year 7 2016-17
	AS	MS	ES	DNMS			

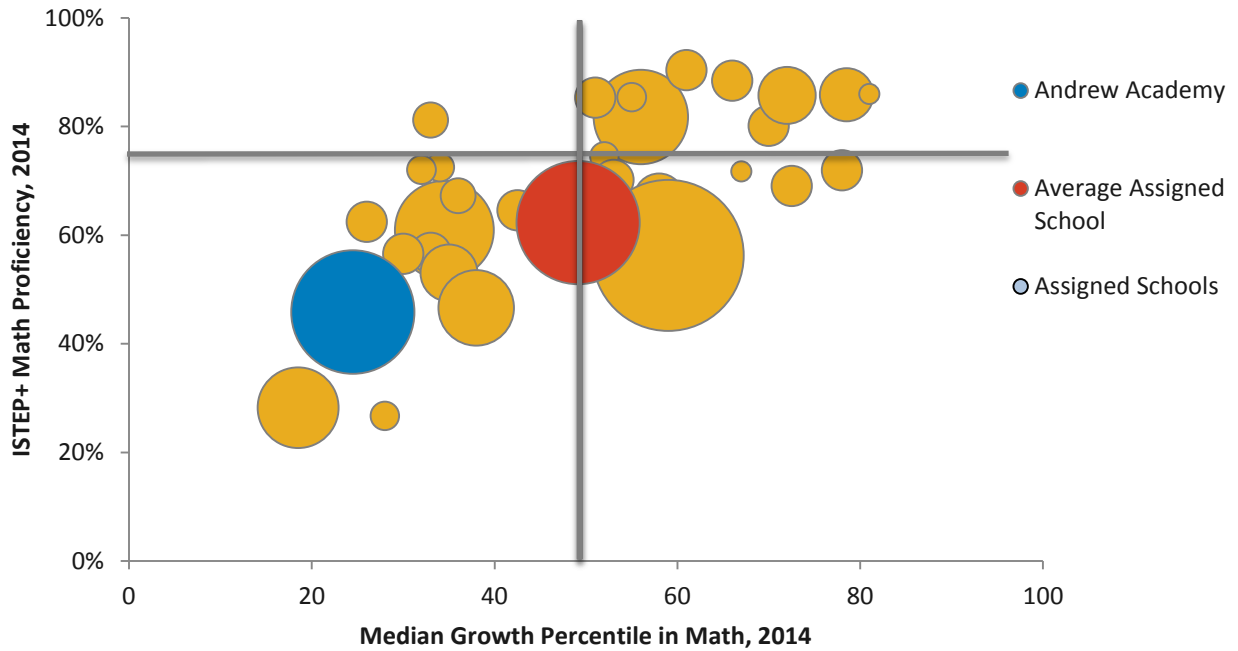
The Office of Education Innovation compared the performance of Andrew Academy to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Andrew Academy. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Andrew Academy students.

As shown below, Andrew Academy students' overall proficiency did not outpace that of their peers in English/Language Arts. Andrew Academy students also had a lower Median Growth Percentile (MGP) in ELA.



As shown below, Andrew Academy students' overall proficiency did not outpace that of their peers in Math. Andrew Academy students also had a lower Median Growth Percentile (MGP) in Math.



In combination, Andrew Academy students outperformed their peers in none of four categories, earning the rating **Does Not Meet Standard** for the 2013-14 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard		School does not meet standard on either school-specific educational goal.				
	Approaching standard		School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific educational goals.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	Not evaluated			DNMS			
School-specific Information	Goal					Result	Rating
	Seventh grade students returning to the school in eighth grade, who scored Pass+ on the Math portion of ISTEP+ or is recorded by					No data	DNMS

	Seventh grade students not on an IEP or ILP and returning to the school in eighth grade will be prepared to take freshman level	No data	dnms
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Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission, shown below. All data points for school-specific goals are self-reported by the individual school.

In 2013-14, Andrew Academy set its first goal around ensuring that returning students were prepared for high school math assessments. The school did not submit any school-specific goal results, and therefore receives a **Does Not Meet Standard** for its first goal.

Andrew Academy set its second goal around ensuring that returning students were prepared for high school English assessments. The school did not submit any school-specific goal results, and therefore receives a **Does Not Meet Standard** for its second goal.

Overall, Andrew Academy received a **Does Not Meet Standard** on the OEI performance framework due to its failure to submit results for this indicator.

School Mission Statement

Established in 2010, Andrew Academy offers K-8 education to students of diverse cultures. Our mission is to educate students to become self-sufficient and productive leader who are ready to succeed in a diverse global society.



Core Question 1: Academic Performance Framework
Andrew Academy